



**The Ideal Candidate:
TLC Leadership Coach and/or Facilitator**

Context/Content Expertise:

- Is familiar with the TLC process and understands the complexity of implementation
- Demonstrates expertise regarding IDE instructional initiatives, accountability measures, and expectations for school leaders
- Can interpret and analyze student achievement data, recognize patterns and trends, and identify high leverage leadership moves

Dispositions/Habits of Mind:

- Is self-aware, reflective, and thoughtful
- Is willing to go outside of his/her comfort zone and be a risk taker
- Does not need to be “right”; values feedback
- Manages the ambiguity and discomfort associated with being a public learner, has perseverance
- Can accurately assess a situation/problem, understand its essence, and see the big picture/implications

Interpersonal Behaviors:

- Seeks out and understands multiple perspectives
- Takes in feedback, demonstrates willingness to give candid feedback, is honest
- Notices details, can take cues from others, goes beneath the surface, probes
- Demonstrates willingness to have “difficult” conversations as needed to push learning
- Is strategic, aligns actions/interventions to purpose
- Communicates empathy without being an enabler

Conceptual Frameworks:

- Possesses a belief system that aligns with IDE’s mission of closing the achievement gap and appreciates the urgency of the work
- Understands that coaching is in service of students and principals are the intermediary
- Articulates/communicates a point of view regarding instructional leadership
- Values core underpinnings of the program model including the importance of anchoring the work in competencies and building independence on the part of the principal